

Elements of Realistic Fiction & Author's Craft (Hollis Woods)

Guided Reading Instruction: Teaching Students to Ask and Answer Questions

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Today's Learning Objectives

1. Discuss qualities of realistic fiction and initial impressions of "big ideas" and author's craft in Hollis Woods
2. Introduce methods for Guiding Reading Discussions
 - Reciprocal Teaching (Asking Questions)
 - Question Answer Relationships (QAR)
3. Feedback on Think-Aloud Activity

Non-Fiction, Fiction, and Fantasy in 4th grade language

- Non-Fiction: (TRUE) a story based on real things that really happened
- Fiction: (PRETEND) a story that is pretend
 - Fantasy: a story based on things that could never happen in real life (magic, time travel)
 - Realistic Fiction: a story based on things that *could* happen in real life, but *didn't*

Elements of Realistic Fiction

- Narrative stories grounded in reality with believable characters, situations, and settings
 - Reflects contemporary life; takes place in familiar settings; and presents common situations with which the reader can identify
 - Protagonists face real-life problems (abuse, drugs, disability, death) and mature from the life experience
 - Very popular genre (book and authors have won many awards)

Types of Realistic Fiction

- Becoming One's Own Person (transition from child and growing into an adult)
 - Challenging relationships, transitions, struggles with human issues such as friendship, love, or acceptance
- Coping with Problems of the Human Condition (physical/emotional challenges and age)
- Living In A Diverse World (racial, ethnic, cultural diversity)
- For Kids: family stories, school stories, animal stories, adventure/survival stories, humorous stories, mysteries, serious stories

Keifer, Hickman, & Hepler (2007)

Quality Realistic Fiction

- Characteristics:
 - A good story that engages readers to care about the outcome
 - ** Character development forms an integral part of the story
 - involve a challenging situation requiring problem solving or reflection
 - Readers left with optimistic message that problems can be overcome and people have control over their lives
- Keep in mind as you read and reflect on Hollis Woods (useful framework for lesson plan response)

Quality Realistic Fiction

- **Benefits:** (with effective instruction)
 - Readers gain new insights into themselves and peers in the context of realistic relationships and problems we face in our lives
 - Presents a model of confronting life experiences where the reader can serve as a spectator (watch reality, from a safe distance, as opposed to escaping from it with fantasy)
 - Depicts life in other cultures, geographic or economic regions which fosters a broader view of the world

What's the best way to sum up the big ideas in narrative texts?

- Use story elements to structure your response (and story clues to back up with evidence)
 - Setting/Context:
 - Characters:
 - Problem/Resolution:
 - Key steps toward addressing that problem
 - Impressions of theme/author's message
 - Impressions of "author's craft"

Author's Craft

- Tools and techniques of language and storytelling that an author uses to craft a story
- **Narrative elements** (setting, theme, & characterization – how authors convey information about these elements)
- **Literary Devices** (alliteration, allusion, metaphor, parallel structure, simile, etc)

Connecting to Hollis Woods

- Refer to your Author's Craft chart
 - Strong Character Development?
 - Challenging Situation requiring problem solving?
 - Hints of an Optimistic Message?
 - New insights into relationships or broader range of experiences?
 - Interesting patterns you are noticing?
- You might craft your comprehension questions around these categories.

Incorporating these discussions into guided reading Gr. 3-6

- These discussions require high-level thinking; moving beyond recall and comprehension of isolated details (Who?, What?, When?)
- Connections between story events? How? Why? What do you think? How do these ideas reflect theme of...?
- Students need modeling & support in how to answer & eventually ask themselves questions that keep them engaged with the story

Asking Questions

- **Question answering versus question generating:** both solid strategies for supporting higher-level comprehension
- **Focus on the purpose of asking questions:** come from interest, confusion, curiosity, and a need to know > teach children to how to generate their own questions
- **Set a purpose at three key points:** Before reading...during reading...after reading (B/D/A)

Teaching students to ask quality questions

- **Open-ended (thick) vs. closed (thin)**
- **Ask Why/How questions:** to predict, clarify meaning; understand vocabulary; locate specific info; connect; summarize; extend learning [p.187-189]
- **Reciprocal Teaching:** Ask questions > clarify > summarize > predict

Answering Questions: Question-Answer Relationships (QAR)

- By recognizing the type of question being asked, students are better able to find the answer
- So, they don't spend all their time looking for answers that are not "right there"
- They learn how to generate their own high-level (or low-level) questions
- Move on to **Thick Questions** (big picture concepts) and **Thin Questions** (specific details) that guide their own thinking

Question-Answer Relationships (QAR)

Albert was afraid that Susan would beat him in the tennis match. The night before the match, Albert broke both of Susan's racquets.

- **RIGHT THERE:** When did Albert break both of Susan's racquets?
- **THINK & SEARCH:** Why did Albert break both of Susan's racquets?
- **ON YOUR OWN:** Why was Albert afraid that Susan would beat him?
- **AUTHOR & YOU:** What does the author seem to imply about Albert in this passage?

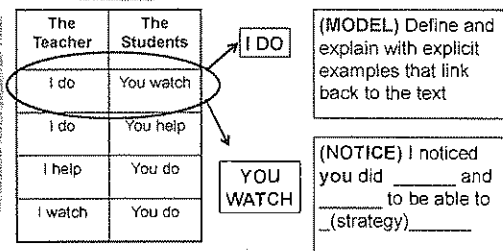
Levels of Questions

- **Right There: LITERAL**
- **Think and Search: INFERENTIAL** (read between the lines and think how info fit together)
- **Author and You: INFERENTIAL** (think about author clues and formulate own opinion)
- **On My Own: EVALUATIVE** (what do you think?)

How do we teach thinking??

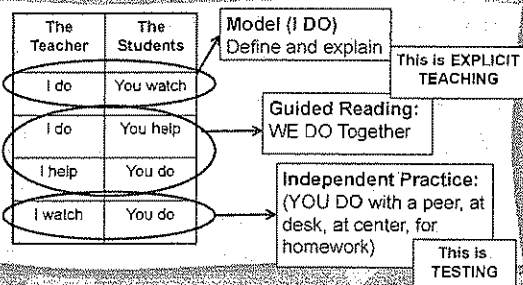
- Be **EXPLICIT. Model** the thinking that takes place in your head.
 - "Listen to my thinking"
 - Explain how and why and when useful.
 - Give examples.
 - Link your examples to specific words in the text (evidence).

Which part represents modeling?? (thinking-aloud)



So when do students do some of the work??

When do students "practice and apply"?



Feedback - Book Activity 4: Think-Aloud Strategy Script

- Remember: The think aloud phase is all about the TEACHER DEFINING & MODELING (*teaching*) the strategy and how and when to use it during real reading [Introduce, define, and explain]
- We ask students to notice how we applied the strategy and then we clarify the key points before guided practice [Notice how apply and Clarify]
- Then we give students LOTS of time to PRACTICE during guided reading and independent reading activities

Example of Explicit Teaching of how to visualize

Teacher Model: I am reading the word "erupting" and I am picturing lava seeping down the sides of the mountain and coming out into the town. I'm also reading the words "red hot cloud" and "fire" and visualizing that the town is really hot and almost about the catch on fire from the lava spilling over the edges of the mountains. So what did you notice about my visualizing?

Students Notice: "I noticed that you used the words to give you a clue and then these clues helped you picture what it would look like and feel like."

How can we make this think-aloud more explicit?

Teacher Model: "Giant cracks split the stone floor and glowing rocks were bursting through the sky. The whole top of the mountain had blown off." I am imagining the children standing in the scroll library and beneath them, the floor breaking and shaking.

How can we revise our modeling here to encourage "noticing" how to infer?

Teacher Modeling: "I don't hear any birds. The grove was strangely silent." Listen to my thinking. I'm inferring that Annie thinks it's weird that the grove is strangely quiet because she doesn't hear any birds. Usually a forest or a grove you would hear lots of birds chirping. Talk with the person next to you about other inferences that can be made from this passage.

Homework

- For Thursday Nov. 3:
 - Cornett (Ch. 7 p. 195-215: Discussions)
 - Continue reading Hollis Woods (pp. 55-109) & filling out summary sheet
 - Generate four QAR questions (like in class)
 - Revise your Think-Aloud Book Activity if needed
- Class: Nov. 3 (Guided Text Discussions)

Good example of Explicit Modeling During A Think-Aloud

Visualizing

Vacation Under the Volcano by Mary Pope Osborne

Grade Level: 3rd

T: Today we are going to start a new a book called *Vacation Under the Volcano* by Mary Pope Osborne. As I read out loud, I want you to *visualize* what is happening. Visualize sounds just like a word you know, *visual*. (Pull out card with the word *visualize* printed on it and place in the pocket chart) One way good readers visualize during reading is to make pictures in their heads. Making pictures will help you understand the events, characters, and setting. It will also make reading fun! As I read the story, I am going to show you how to visualize during reading.

T1: "They had landed in a grove of trees. On one side of the grove rose a gentle-looking mountain. On the other; a town sparkled in the sunlight." I am going to stop here. As I was reading this passage, I made pictures in my head. I visualized that Jack and Annie are standing on soft, green grass surrounded by tall trees. The trees have bright, green leaves on their branches and it smells like bark and grass. On one side, there is a huge mountain reaching up towards the clouds and a small town on the other side. The sun is shining brightly, making Jack and Annie squint their eyes. Before I continue to read, I want you all to notice how I was *visualizing*. What were the visual images I made in my head? Take a few seconds, and put your thumbs up when you think you know the answer. ✓

S1: You said the grass is green and soft. Jack and Annie are surround by tall trees and they have green leaves on them. It smells like grass and bark. The mountain is really tall and looks like it is touching the sky. You took the words from the story and added to it. You made pictures in your head of what was happening. ✓

T2: Before I continue to read, lets look at the title of chapter 3. The chapter is called *Gladiators*! Does anyone know what a gladiator is? (Few students put their thumbs up in response). Lets turn to page 28 and read the definition in bold. "Gladiators were slaves or criminals who fought in the amphitheater. They were forced to fight each other or wild animals like lions or bears." When I read the word *gladiator*, I picture a tall soldier with huge muscles. I see them walking in a line wearing fancy helmets and carrying heavy shields. When they fight, I hear the sounds of metal clashing, lions growling, yelling, and crowds cheering. How was I thinking about the term *gladiator*? Look at the Five Senses poster for clues.

S2: You compared a gladiator to a solider and talked about his size. You said he was tall and had big muscles. You imagined that you heard the sound of metal hitting, lions growling, and people cheering. The shield is heavy to hold. Oh! You used some of the 5 senses (sight, hear, feel) to picture what a gladiator looked like. ✓

I DO
↓
YOU WATCH

I DO
↓
YOU WATCH

RECIPROCAL TEACHING

Be the Teacher Bookmark

Directions: This bookmark has prompts for each reciprocal teaching strategy and can aid students as they work their way through texts and reciprocal teaching discussions. You can apply this teaching aid in whole-class sessions, guided reading groups, and literature circles.

Be the Teacher Bookmark



Predict

Use clues from the text or illustrations to predict what will happen next.

I think...because...
I'll bet...because...
I suppose...because...
I think I will learn...because...



Question

Ask questions as you read.
Ask some questions that have answers in the text.
Use the question words *who*, *what*, *where*, *when*, *why*, *how*, and *what if*.
Try asking some questions that can be inferred. Use clues from the text plus your experiences.



Clarify

How can you figure out a difficult word or idea in the text?

Reread, reread, reread!
Think about word chunks you know.
Try sounding it out.
Read on.
Ask, Does it make sense?
Talk to a friend.



Summarize

Using your own words, tell the main ideas from the text in order.

This text is about...
This part is about...

Be the Teacher Bookmark



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Reciprocal Teaching Strategies at Work: Improving Reading Comprehension, Grades 2-6. Video Viewing Guide and Lesson Materials by Lori D. Oczkus. © 2006 International Reading Association.

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See our class wiki for ideas to adapt Reciprocal Teaching for Kindergarten Students

"Right There"

"Right There" questions require you to go back to the passage and find the correct information to answer the question. These are sometimes called literal questions because the correct answer can be found somewhere in the passage. "Right There" questions sometimes include the words "According to the passage..." "How many..." "Who is..." "Where is..." "What is..."



"Think and Search"

"Think and Search" questions usually require you to think about how ideas or information in the passage relate to each other. You will need to look back at the passage, find the information that the question refers to, and then think about how the information or ideas fit together. "Think and Search" questions sometimes include the words "The main idea of the passage..." "What caused..." "Compare/contrast..."



Question-Answer Relationships



"On My Own"

"On My Own" questions can be answered using your background knowledge on a topic. This type of question does not usually appear on tests of reading comprehension because it does not require you to refer to the passage. "On My Own" questions sometimes include the words "In your opinion..." "Based on your experience..." "Think about someone/something you know..."

"Author and You"

"Author and You" questions require you to use ideas and information that is not stated directly in the passage to answer the question. These questions require you to think about what you have read and formulate your own ideas or opinions. "Author and You" questions sometimes include the words "The author implies..." "The passage suggests..." "The speaker's attitude..."

Question-Answer Relationships (Vacation Under the Volcano) Chapter 5. Books? Books?

Jack and Annie ran up to the front entrance of the villa. Jack pushed the door open.

"Go in. Hurry," said Annie.

They slipped into the main hall.

"Hello!" Annie called.

There was no answer. The place seemed empty. The main hall has a large opening in the ceiling. Below it was a small stone pool filled with water. Jack looked at it carefully.

"Oh, I bet rain comes through the hole," said Jack. "Then it lands in that pool so they can use it for their water."

He started to take out his notebook to make a note.

"There's no time, Jack!" said Annie. "We have to look in all the rooms for books!"

"Okay, okay, calm down," said Jack. He put away his notebook and followed Annie.

"Books? Books?" she said, peering into a room off the hall. She moved to the next room. "Books? Books?" Then she moved on to the next.

Jack trailed behind her. Even though she had already checked the rooms, he took a quick peek in each of them. He wanted to see what a house in Roman times looked like. He'd write notes later.

1. What room did Jack and Annie enter into first when they entered the villa?

Right There (Literal) Think and Search / Author & You (Inferential) On My Own (Evaluative)

2. Why did Jack take out his notebook to make a note about the hole in the ceiling?

Right There (Literal) Think and Search / Author & You (Inferential) On My Own (Evaluative)

3. How would you describe Annie's feelings at this point in their search?

Right There (Literal) Think and Search / Author & You (Inferential) On My Own (Evaluative)

4. If you had lived in this villa, would you have liked to get your water like they did?

Right There (Literal) Think and Search / Author & You (Inferential) On My Own (Evaluative)

The Time With Josie – Chapter 2 (Pictures of Hollis Woods)

I had been at Josie Cahill's house for three weeks. One morning when I awoke, I realized my thumb was blistered, but I didn't mind. We'd been cleaning up the grove of trees. I liked the feeling of hacking and slashing and getting things done. A pile of wood rested under Josie's back table now. "Not all of it is for whittling," she had told me. "As soon as it's really cold, we'll make enormous fires in the fireplace."

I knew she was wondering if I'd still be there when the cold came.

I wondered too.

I stretched, not ready to get up, and looked around the bedroom. It was wonderful, the first place the sun hit every day, so that squares of light turned the room to lemon gold. I stayed under the rose-and-white quilt for a few moments, then pulled my clothes to go down to the kitchen.

Josie was bent over the table, eyeglasses perched on the end of her nose, working on a piece of wood. From the hall I could see her reflection in the kitchen window. She knew I was there but she just cut another sliver off the wood and blew it away.

I slid onto a seat opposite her at the table. In front of me were a box of cereal, two bananas, and a Danish neatly cut in half. The Danish was a little stale, and the bananas beginning to freckly. Other days chocolate chips were sprinkled into the cereal, but they must have been all gone.

Still, it was a terrific breakfast, with Rice Krispies crackling in the speckled bowl. Fall leaves swept across the garden, and Josie's plane went across the wood with a *swish-swish* sound.

Question 1:

Type:

Answer:

Question 2:

Type:

Answer:

Question 3:

Type:

Answer:

Question 4:

Type:

Answer:

Homework: Craft another four questions (one of each type) from pages 55-58 (Chapter 6). Bring to our next class.

